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ABSTRACT

This model was designed to assist in the self-evaluations of elementary schools in Columbus, Ohio. One hundred and fifty-one schools participated. Each school chose their desired curriculum area to evaluate with the help of a Building Evaluation Committee, composed of the principal and teacher, parent, and sometimes student representatives. The PRIMES model offered services which included four evaluation specialists and a set of instruments prepared by the schools to evaluate five different curriculum areas: visual arts, drama, music, dance, and physical education. These areas were judged according to curriculum, physical facilities, materials and equipment, and supportive services. (Specific summaries and recommendations for sample schools are included.) (JB/CL)

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A Report on
Elementary School Curriculum
Creative Arts and Physical
Education Component
Project PRIMES:
Progress Research in Meeting
Elementary Standards
ESEA, Title III
1972-1973

U.S. DEPARTMENT OF HEALTH,
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SP 007 457

TABLE OF CONTENTS

	<u>Page</u>
I. Specifications of the Project	
A. Statement of Purpose.	1
B. Procedures.	1
C. Instrumentation	1
II. Results	
A. Curriculum.	5
B. Physical Facilities	5
C. Materials and Equipment	5
D. Supportive Services	5
III. Summary and Recommendations	
A. Summary	13
B. Recommendations	
1. Building level.	19
2. System level.	19
3. Project level	20
4. State level	20

Section I.

Specifications of the Project

A. Statement of Purpose

During the 1972-73 school year, the Columbus Public and Diocesan schools initiated self-evaluations in one or more curriculum areas in order to meet mandated evaluation requirements of the State Department of Education. Project PRIMES was funded to pilot an evaluation model which would facilitate elementary schools in their evaluations.

B. Procedures

The PRIMES model included a field service unit of four evaluation specialists and a set of instruments which were to be used by the schools in evaluating six different curriculum areas. Each school chose the curriculum area which they wished to evaluate and established a Building Evaluation Committee to implement the instrument in a way which would best serve the needs of that school.

Each Building Evaluation Committee was composed of the principal, teacher representatives, parent representatives and optional representation of students in that school.

The services of the evaluation specialists were made available to the schools through the selection of one of three alternative approaches. Table I differentiates the services available under each approach.

Of the 151 participating elementary schools, 5 public schools chose to evaluate their creative arts and physical education programs. There were no parochial schools which chose these content areas. Table II lists these schools and denotes the approach selection of each school.

The self-evaluation in these 5 schools included input from 5 principals, 96 teachers and approximately 20 parents. All 5 schools completed the entire instrument and the information obtained is presented in section II of this report.

C. Instrumentation

The instrument piloted by the schools evaluating creative arts and physical education was developed by public school personnel in the Departments of Evaluation, Research and Planning, Fine and Performing Arts, and Physical and Health Education. The instrument was much critized due to its detailed and lengthy construction (49 pages). Table III depicts the organizational structure of the evaluation instrument.

TABLE I

THE SERVICES AVAILABLE TO SCHOOLS THROUGH THE
THREE ALTERNATIVE APPROACHES OFFERED BY PRIMES

Approach	Types of Services Available
Approach I	1) Evaluation Specialist briefs the school principal as to evaluation procedures. 2) Specialist conducts orientation sessions for Building Evaluation Committee and school staff. 3) Specialist implements evaluation instruments at work sessions. 4) Specialist conducts consensus sessions and brings evaluation to closure.
Approach II	1) Evaluation Specialist briefs building principal as to evaluation procedures. 2) Specialist conducts orientation session for Building Evaluation Committee and school staff. 3) Specialist conducts consensus session and brings evaluation to closure.
Approach III	1) Evaluation Specialist briefs building principal as to evaluation procedures.

TABLE II

COLUMBUS PUBLIC ELEMENTARY SCHOOLS
 SELECTING CREATIVE ARTS AND PHYSICAL EDUCATION
 FOR EVALUATION AND THE APPROACH SELECTION CHOSEN
 FOR IMPLEMENTATION OF THE EVALUATION INSTRUMENT.

Elementary Schools	Approach Alternatives		
	Approach I	Approach II	Approach III
1. Cranbrook	X		
2. Eastgate	X		
3. Felton			X
4. Kingswood	X		
5. Pinecrest	X		
Totals	4	0	1

Each page of the instrument was divided into three columns. The column to the left of the page was headed as follows:

To What Extent
Should
 this condition exist?
 Low High
 1 2 3 4 5

The respondents were asked to indicate their choice by circling the number which corresponded with the degree to which they felt the item should exist in their school. The items were located in the second or middle column. The column to the right of the page was headed as follows:

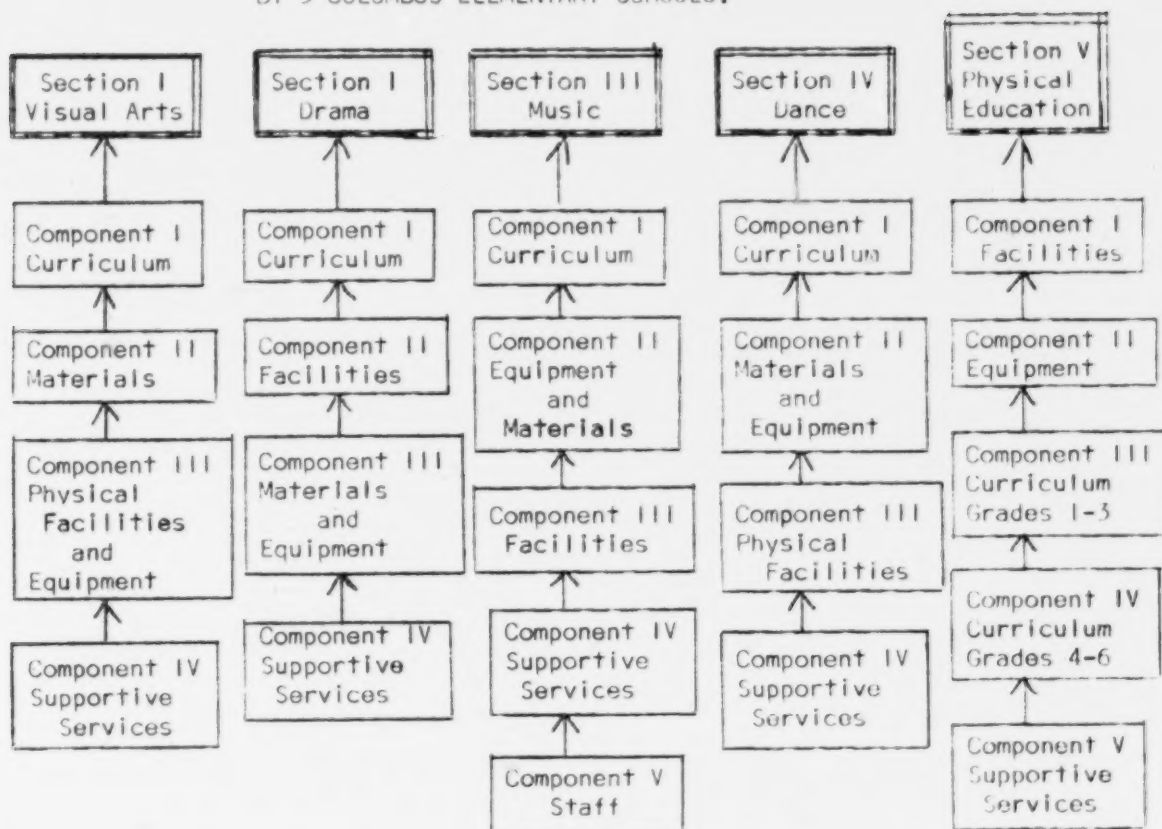
To What Extent
Does
 this condition exist?
 Low High
 1 2 3 4 5

Again the respondents were asked to rate the same item but according to the degree the condition actually existed in their school.

Interpretation of the data was based upon the discrepancy between the responses in the two columns.

TABLE 1:1

ORGANIZATIONAL STRUCTURE OF THE CREATIVE ARTS AND
PHYSICAL EDUCATION EVALUATION INSTRUMENT PILOTED
BY 5 COLUMBUS ELEMENTARY SCHOOLS.



Section II

Results

A. Curriculum

In the curriculum component for each of the five subject areas, the items were actually stated as either activities or objectives. Thus, the items for visual arts and dance were statements of objectives and the items for drama, music, and physical education were activities statements.

Tables IV, V, VI, VII, VIII, and IX summarize the data for each of the five curriculum components. Only those objectives and activities which all 5 schools thought should exist are presented in the tables.

B. Physical Facilities

The physical facilities necessary for teaching music, dance and drama were reported as inadequate by the five schools involved in the self-evaluations. Table X depicts the average response of the five schools in regard to the existence of physical facilities necessary for each of the five subject areas. Table XI graphically highlights the inadequacy of storage space for creative arts and physical education curriculum materials and equipment.

C. Materials and Equipment

This component of the evaluation instrument was written in great detail and comprehensive lists of supplies, materials and equipment being rated by the respondents. The responses to the over 200 items listed would be of greatest value to the individual school conducting the self-evaluation. However, looking at the total materials and equipment needed for teaching each curriculum area, it appears evident that the areas of drama and visual arts are in the shortest supply. Table XII depicts the average response of the five schools in regard to the existence of materials and supplies necessary for each of the five curriculum areas. Table XIII lists those materials and equipment which all of the schools felt should exist strongly but which did not actually exist in their buildings as of the dates of the self-evaluations.

D. Supportive Services

The component of supportive services was the area of evaluation which showed the greatest discrepancy between what the respondents thought should exist and what actually did exist. Table XIV depicts the average response of the five schools in regard to the existence of supportive services necessary for each of the five curriculum areas. Table XV is actually a series of graphs which highlight the schools' average response to four (4) specific sources of supportive services.

TABLE IV
NUMBER OF SCHOOLS REPORTING THE DEGREE OF
EXISTENCE OF VISUAL ART CURRICULUM
OBJECTIVES* WITHIN INDIVIDUAL SCHOOL
PROGRAMS

*Visual Art objectives judged to be strongly needed by all 5 schools.	Number of schools rating the Actual Existence of the Listed objectives within their own school programs.				
	Low 1	2	3	4	High 5
. 100 minutes per week of visual art for every child.	1		1		4
. Describe the qualities they see in works of art and in the environment			5		
. Understand that individuals and groups of people (societies/cultures) express their values through the things they make or have made.		3	1	2	2
. Understand some of the conditions affecting the physical form of the art of other children, adult artists, and other cultures.		1	3	1	
. Use the vocabulary of the artist when discussing works of art.	1		3		1
. Make fruitful use of art field trips to art galleries, artists' studios, etc.		2	2		1
. Work with tools appropriate to their abilities in order to develop manipulative skills needed for satisfying aesthetic expression.	1		2	1	1
. Apply principles of composition.			3	1	1
. Express individual ideas, beliefs, concerns, and feelings as suited to their manipulative abilities and expressive needs through use of a variety of art media in:					
painting			2	1	2
drawing			2		3
. Use art media freely but without waste to discover their properties and potentialities.		2	1	2	
. Work within limitations (e.g., painting with one color plus black and white) to discover how much freedom they have within those limitations.	2		2	1	
. Work independently in centers equipped with tools and art supplies.	2	1			2
. Make resourceful use of scrap materials.		1	1		3
. Work toward increasingly higher levels of aesthetic quality.		1		2	2
. Feel that their individual styles and levels of competence are recognized and accepted.		1	1		3
. Organize displays of art works.			1	2	2

TABLE V

NUMBER OF SCHOOLS REPORTING THE
DEGREE OF EXISTENCE OF DRAMA CURRICULUM
ACTIVITIES* WITHIN INDIVIDUAL SCHOOL PROGRAMS.

*Drama activities judged to be strongly needed by all 5 schools.	Number of Schools Rating the Actual Existence of the Listed activities within their own school programs.				
	Low 1	2	3	4	High 5
. Informal drama dialogue and action are extemporized rather than written and memorized.		1	1	1	2
. Dramatic play (make-believe of children; no plot or thought of audience).			2	1	2
. Integrated projects (pulling together of other areas or subjects into one dramatic project).		1	1	1	2

TABLE VI

NUMBER OF SCHOOLS REPORTING THE DEGREE OF
EXISTENCE OF MUSIC CURRICULUM ACTIVITIES*
WITHIN INDIVIDUAL SCHOOL PROGRAMS.

*Music activities judged to be strongly needed by all 5 schools.	Number of Schools Rating the Actual Existence of the Listed activities within their own school programs.				
	Low 1	2	3	4	High 5
. 100 minutes of music per week	1	2	1		1
. Singing appropriate songs with good tone quality.		1	3		1
. Playing rhythm and percussion instruments.	1		1	1	2
. Playing melodic instruments.	1	1	1		2
. Creating, notating, and reading music.	2	1		1	1
. Movement, dramatization, dance.	1		1		3
. Guided listening.	1	1	1		2
. Using the piano in an appro- priate way.	1	1	1		2
. Involve pupils actively in learning.	1		1		3
. Opportunities for pupils to enjoy music, to learn music and about music, and have aesthetic exper- iences through music.		1	2		2
. Instrumental instruction for Grades 5 and 6.			1		4
. Relate music to other art areas and and academic subjects.		1	1	2	1
. Scheduled time for chorus.	1			1	3
. "Sings" class-wise and school-wise.		1	2		2
. Provide opportunity for students to evaluate musical experiences.	1	2		2	

TABLE VII

NUMBER OF SCHOOLS REPORTING THE DEGREE OF
EXISTENCE OF DANCE CURRICULUM OBJECTIVES*
WITHIN INDIVIDUAL SCHOOL PROGRAMS.

* Dance objectives judged to be strongly needed by all 5 schools.	Number of Schools Rating the Actual Existence of the listed objectives within own school programs.				
	Low 1	2	3	4	High 5
• <u>Explore</u> the basic dance elements. Motion-locomotor and non- locomotor		1	1		3
Space--direction, level, focus		2		1	2
Time--tempo, meter, pulse		2			3
Energy--force, power		1	1	1	2
Relationships--partner, group, proximities		2		2	1
• <u>Relate</u> dance to art, music, drama, and academic subjects when appropriate.			2	1	2

TABLE VIII

NUMBER OF SCHOOLS REPORTING THE DEGREE OF EXISTENCE
OF PHYSICAL EDUCATION OBJECTIVES* FOR GRADES (K-3)
WITHIN INDIVIDUAL SCHOOL PROGRAMS.

*Physical Education objectives judged to be strongly needed by all 5 schools for grades K-3.	Number of Schools Rating the Actual Existence of the listed objectives within own school programs.				
	Low 1	2	3	4	High 5
. for developing strength, agility, and endurance.		1	3	1	
. opportunities to develop muscle tone and strength to maintain proper body alignment.		1	2	2	
. Improvement in sense of balance.			3		2
. opportunities for children to learn to throw, catch, run, jump, climb, kick, and strike.		2	2		1
. for development in eye-hand, and eye-foot coordinations.			4	1	
. for development in starting, stopping, dodging, and turning.		1	2	1	1
. opportunity for children to use skills learned in school after school.	2	1	2		
. for gaining knowledge of rules and purposes through group participation.			3	1	1
. for development in self-control.				3	2
. for giving directions as well as following directions.			1	3	1
. for learning to be fair in choosing players.			4	1	
. for development of sportsmanship traits.				4	1
. for developing a "win without boasting" or "lose without alibi" attitude.				3	2
. an opportunity to develop in self-confidence and courage.		1		3	1
. opportunities to develop good citizenship.			1	1	3
. for initiation of self-improvement.		1	1	2	1
. for improvement in self-conduct.			1	1	3
. opportunities for learning to play in a group.		1		1	3
. opportunities to develop in appreciation of the need for sharing and taking turns.		1			4
. opportunities for children to invent ways of playing games more successfully.		1	1		3
. for individual and group play during noon hour, recess, and after school.		1			4

TABLE IX

NUMBER OF SCHOOLS REPORTING THE DEGREE OF EXISTENCE
OF PHYSICAL EDUCATION OBJECTIVES* FOR GRADES 4-6
WITHIN INDIVIDUAL SCHOOL PROGRAMS.

* Physical Education objectives judged to be strongly needed by all 5 schools for grades 4-6.	Number of Schools Rating the Actual Existence of the Listed objectives within own school programs.				
	Low 1	2	3	4	High 5
. for greater improvement in strength in arms, shoulders, back, and legs.	1		3		1
. for improvement in body control, i.e., agility and balance.		1	1	2	1
. for improved body coordinations.			2	2	1
. for development of increased sense of rhythm.			3	1	1
. for accepting defeat as gracefully as victory.			1	1	3
. for wholesome boy-girl relationships.			1	1	3
. for adjustment with other students who differ from themselves.		1	1	2	1
. for learning and accepting followership as important as leadership.		1	2	2	
. opportunities for students to accept responsibility for the safety of others.		1	1	2	1
. for understanding duties of officials and giving practice in these duties.		2	1	2	
. opportunities for accepting and carrying out orders of others.		1		2	2
. learning opportunities for students to adjust to sug- gestions of others in play activities.		1	2		2
. opportunities for improve- ment in self-confidence.		1	1	1	2
. opportunities for learning to take setbacks without undue emotional upset.		1		3	1
. opportunities for overcoming self-consciousness and de- veloping self-control.		1	1	1	2
. opportunities to learn to take turns and to work with a group.			2		3
. opportunities to develop cooperation and abide by group decisions.		1			4
. opportunities for participation in physical activities in the gymnasium as well as out of doors on the playground.		1	1		3

TABLE X

THE AVERAGE RESPONSE OF 5 COLUMBUS ELEMENTARY SCHOOLS
AS TO THE EXISTENCE OF PHYSICAL FACILITIES NECESSARY
FOR VISUAL ART, DRAMA, MUSIC, DANCE AND
PHYSICAL EDUCATION INSTRUCTION.

Physical Facilities Necessary to Teach:	To What Extent <u>Should</u> this condition exist?					To What Extent <u>Does</u> this condition exist?				
	Low High					Low High				
	1	2	3	4	5	1	2	3	4	5
Visual Art	4.6					3.1				
Drama	4.0					2.4				
Music	4.5					2.7				
Dance	4.1					1.4				
Physical Education	4.9					3.5				

TABLE XI

THE AVERAGE RESPONSE OF 5 COLUMBUS ELEMENTARY SCHOOLS
AS TO THE DEGREE OF EXISTENCE OF STORAGE SPACE
FOR MATERIALS AND EQUIPMENT

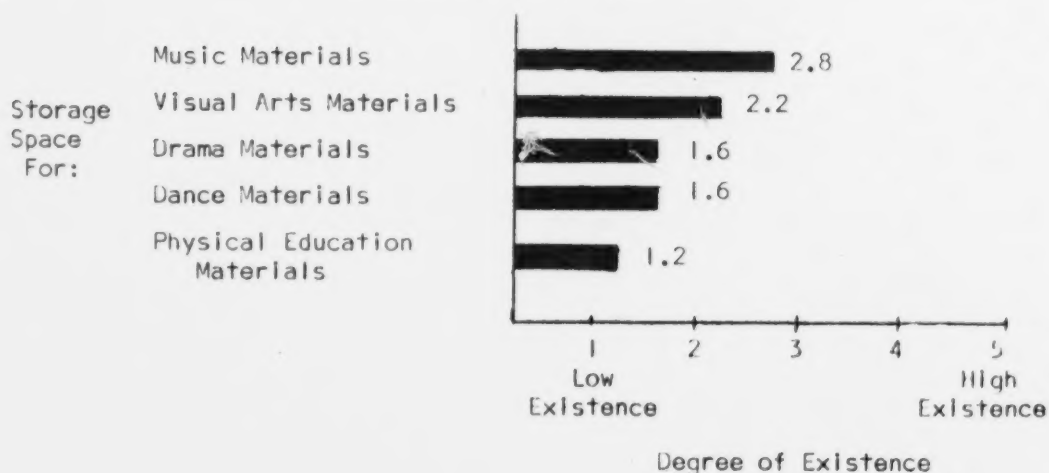


TABLE XII

THE AVERAGE RESPONSE OF 5 COLUMBUS ELEMENTARY SCHOOLS
AS TO THE EXISTENCE OF MATERIALS AND EQUIPMENT NECESSARY
FOR INSTRUCTION IN VISUAL ART, DRAMA, MUSIC,
DANCE AND PHYSICAL EDUCATION.

Materials and Equipment Necessary to Teach:	To What Extent <u>Should</u> This Condition Exist?					To What Extent <u>Does</u> This Condition Exist?									
	Low					High									
	1	2	3	4	5	1	2	3	4	5					
						Average Response of 5 schools									
Visual Art	4.4					2.3									
Drama	4.4					1.9									
Music	4.6					3.0									
Dance	4.5					3.2									
Physical Education	4.7					2.9									

TABLE XIII

MATERIALS AND EQUIPMENT REPORTED BY 5 COLUMBUS ELEMENTARY SCHOOLS AS STRONGLY NEEDED FOR CREATIVE ARTS AND PHYSICAL EDUCATION INSTRUCTION BUT WHICH WERE NON-EXISTENT OR IN SHORT SUPPLY ON DATES OF SELF-EVALUATION.

Visual Art

1. Poster Board
2. Tissue Paper
3. Ceramic glaze, colors
4. Engobes, colors
5. Felt Markers

Drama

1. Corrugated Cardboard
2. Hardware (set construction)
3. Make-up
4. Fireproof containers for fabric and paper materials
5. Large mirror on easel

Music

1. Programmed learning materials
2. Music literature and reference sets
3. Video tape recorder
4. Risers
5. Piano Lab
6. Listening Lab

Dance

1. 2 portable spotlights
2. A wide variety of dance and art films and records available on short notice.

Physical Education

1. Carry nets for balls
2. Funballs
6 or more
3. plastic bats
2 or more
4. Walking boards
3 or more
5. Indian Clubs
30 or more
6. Stop Watch
7. Measuring tape

TABLE XIV

THE AVERAGE RESPONSE OF 5 COLUMBUS ELEMENTARY SCHOOLS
AS TO THE EXISTENCE OF SUPPORTIVE SERVICES NECESSARY
FOR INSTRUCTION IN VISUAL ART, DRAMA, MUSIC,
DANCE AND PHYSICAL EDUCATION.

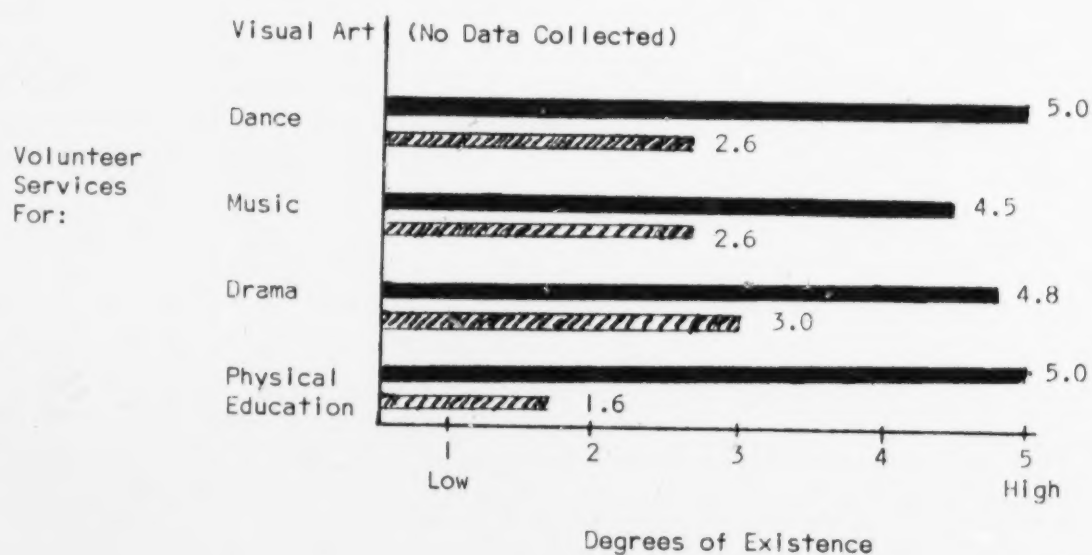
Supportive Services Necessary to Teach:	To What Extent Should This Condition Exist?					To What Extent Does This Condition Exist?				
	Low		High			Low		High		
	1	2	3	4	5	1	2	3	4	5
	Average Response of 5 schools									
Visual Art	4.7					2.2				
Drama	4.2					2.3				
Music	4.3					3.1				
Dance	4.9					2.7				
Physical Education	4.6					2.1				

TABLE XV

AVERAGE RESPONSE OF 5 COLUMBUS ELEMENTARY SCHOOLS
AS TO THE EXISTENCE OF VARIOUS SOURCES OF
SUPPORTIVE SERVICES.



ITEM #1: Columbus Board of Education Volunteer Services



ITEM #2: Special Curriculum Area Teachers

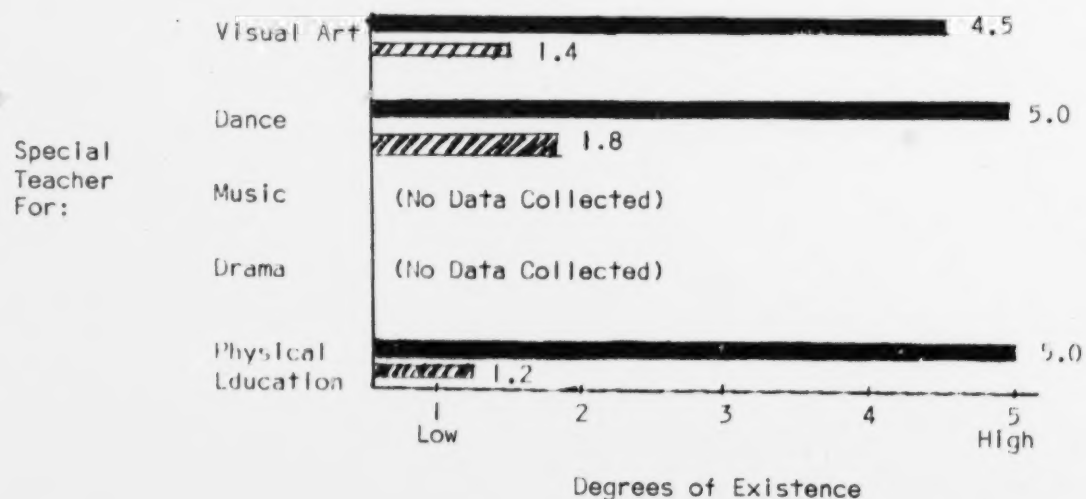


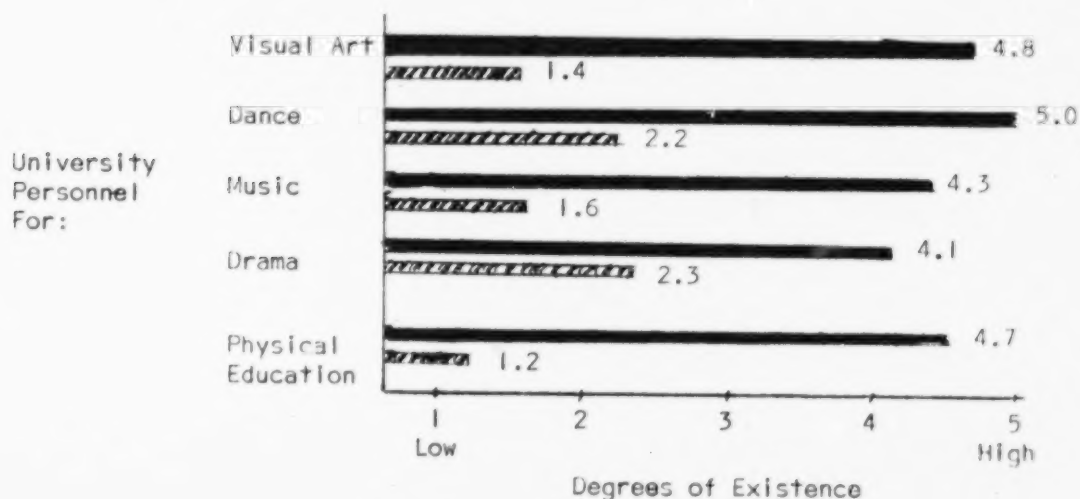
TABLE XV Continued

Key:

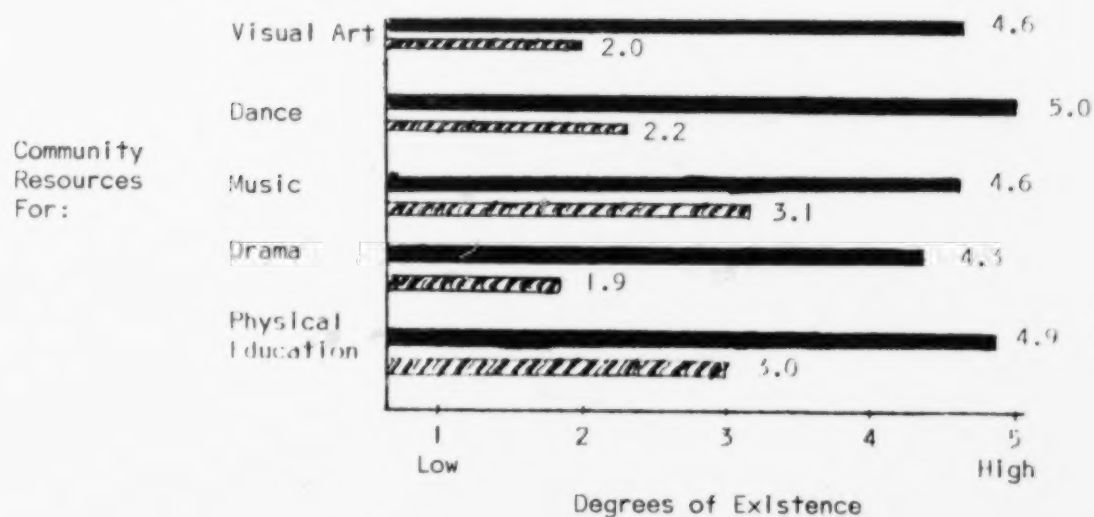
 Should Exist

 Does Exist

ITEM #3: University Personnel (Professors, Student Teachers, Participating Teachers)



ITEM #4: Community Resources



Section III

Summary and Recommendations

A. Summary

The overall physical facilities necessary for visual art instruction appears to be adequate in the five schools involved in the self-evaluations. However, the majority of schools (3) were concerned that independent study centers equipped with tools and art materials do not presently exist.

All five of the schools viewed art as a means for children to express individual ideas, beliefs, concerns, and feelings. Painting and drawing were the two medias most commonly used by the schools to achieve these goals.

The overall instructional materials and equipment for visual art education were reported as inadequate. In particular, teachers listed ceramic materials as being in short supply.

Supportive services for all 5 curriculum areas were highly valued by the respondents. However, services of special curriculum area teachers, university personnel and community resources existed to a low degree for all of the areas except music. Bus transportation for field trips was strongly viewed as a priority need.

The physical facilities for teaching music, dance and drama were reported as inadequate. The lack of storage space was a prime contribution to this inadequacy.

The teaching of drama appears to be suffering from a lack of instructional materials, supplies and equipment. Schools are in need of materials for set construction, costume-making and prop-building in particular. Respondents viewed the basic activities for instruction in drama as being informal dialogue and action, dramatic play and integrated projects.

In three of the five schools the creation, notation, and reading of music as well as the evaluation of musical experiences by students existed to a low degree. Only two of the five schools provided 100 minutes of music instruction per week. However, instrumental instruction is provided for grades 5 and 6 in all schools while 4 of the 5 schools provide opportunities for pupils to enjoy music, to learn music and about music, and have aesthetic experiences through music.

Most of the schools appear to be teaching the basic physical education skills to children. Much attention is given to the elements of developing good sportmanship traits, improving children's self-confidence, and learning and accepting fellowship as well as leadership.

All 5 schools felt that dance instruction in the elementary grades should focus upon exploring the basic dance elements and the relating of dance to art, music, drama and academic subjects.

B. Recommendations

1. Building-level Recommendations

- a. Individual schools need to review the State Minimum Standards for Ohio Elementary Schools since some of the schools were not meeting the prescribed time allotments for visual arts and music instruction. State Department recommendations for curriculum objectives and activities would be of great value to schools as they plan their creative arts and physical education programs.
- b. The data indicates that each of the 5 schools involved in the self-evaluation have inadequate storage facilities. Such shortages usually lead to other problems in general safety, damage to materials and equipment, theft, etc. Individual school staffs need to study their own particular storage facilities and possibly call in consultants to help alleviate the problem.
- c. Individual schools need to develop plans and budget for instructional materials for the areas of visual art and drama after systematic delineation of priority items.
- d. The largest discrepancy in what the respondents thought should exist and what does exist was in the component of supportive services. In particular, teachers are asking for help in the areas of drama, art and physical education. Greater two-way communication is indicated between schools and the central office in regard to just what services are available both inside and outside of the system. Individual schools need to keep community resource files on services available in their own community. Teachers and principals need to assess their own professional strengths and weaknesses and fully utilize those talents and abilities identified to improve instruction for children.

2. System-level Recommendations

- a. A series of in-service education courses which focus upon visual arts curriculum and instruction is indicated. Content of the courses should include such topics as the following:
 - (1) Evaluation of children's art work
 - (2) Basic techniques in ceramics

- (3) Elementary principles of graphics
- (4) Teaching creative stitchery, weaving, and knitting
- (5) Film-making techniques
- (6) Sculpturing in the elementary school

- b. More system-level funds need to be allocated for busing services for school field trips.
- c. The Columbus Board of Education Volunteers Services Program needs to be continued and increasingly expanded. Volunteers with background skills in dance, music, and physical education are needed at the elementary school level.

3. Project-level Recommendations

- a. Project PRIMES must continue to provide facilitating services to elementary school staffs in order to continually improve communication among teachers, parents, and principals while engaging in process evaluation activities. Thus the project staff should continue to study, alter, and improve interfacing skills and group discussion dynamics.
- b. The evaluation instrument furnished through Project PRIMES to schools assessing their creative arts and physical education programs needs to be revised in order to yield the necessary data for decision-making at all levels. The instrument needs to be written with closer adherence to the State Minimum Standards of Ohio which serve as the criteria for the evaluation.
- c. A fourth (4th) appraisal should be added to the three approaches already implemented by the project staff. This approach would allow elementary schools to develop their own evaluation instrument, implementation procedures, and reporting methods. This increased flexibility would be open to schools as they assess themselves in light of Ohio Elementary Standards.

4. State-level Recommendations

- a. A feasibility study in regard to the Revised Standards of 1970 needs to be implemented by the State Department of Education. Many of the minimum-level standards are much too difficult and expensive for schools to meet. Few, if any, of the schools in Columbus are meeting the standards as they are now written.
- b. More explicit criteria for compliance with the state standards are needed for evaluation purposes. Even after completion of self-evaluation activities, many schools still do not know if they are in compliance with minimum and/or level II standards.